

DOCUMENT RESUME

ED 193 744

EA 012 733

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 TITLE Women in Educational Administration in New England.
 Baseline Data Study.
 PUB DATE Jun 78
 NOTE 33p.: Prepared by the New England Coalition of
 Educational Leaders.
 AVAILABLE FROM New England Coalition of Educational Leaders, P.O.
 Box 637, Lincoln, MA 01773 (\$2.00).
 EDPS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS *Administrators: Elementary Secondary Education;
 Employed Women: Equal Opportunities (Jobs); *Females;
 *Principals: State Surveys; *Superintendents
 IDENTIFIERS *New England

ABSTRACT

Focusing on the positions of superintendent, assistant superintendent, and high school, junior high, and elementary school principals, this study attempted to determine the number of female school administrators in New England. Data were collected from school directories of state departments of education in each state. Directories for 1977-78 were used for Maine, New Hampshire, and Vermont and for 1976-77 for Massachusetts, Rhode Island, and Connecticut. Statistics are presented by state and accompanied by a brief analysis. Results indicate that for the time periods indicated women constituted 1 percent of New England's superintendents, 5 percent of its assistant superintendents, 1 percent of its high school principals, 2 percent of the junior high school principals, and 20 percent of the elementary principals. Three states (Maine, New Hampshire, and Vermont) had no female superintendents or high school principals. (JH)

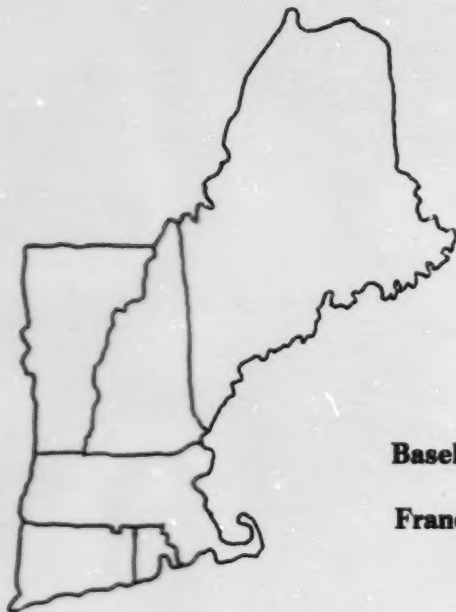
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Women in Educational Administration in New England

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Baseline data study
by
Frances W. Kelsey

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**New England Coalition of Educational
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2 JUN 2 1980

EA 012 733

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Foreword

Two groups of people are responsible for the writer's interest in compiling and analyzing data on women in educational administration in New England.

The New England Coalition of Educational Leaders (NECEL) was formed in 1975 to provide services to women in or aspiring to administrative positions in elementary and secondary schools in New England. Its objectives include training and skill development, and exchange of information regarding job opportunity—a female counterpart to the “old boy network” which works so well for male administrators. Several conferences have been held, and proposals for a job bank are being written.

Also, Simmons College, long a leader in education for women, organized a three-week Institute for Women in Educational Administration—one of the best training programs this writer has ever participated in. Faculty included women leaders in education and in business.

It occurred to this writer that at some point women would be raising the question, Are we making any headway? Are the percentages of women administrators increasing or decreasing?

Long-range statistics had shown that the numbers of women principals, once quite substantial, had declined markedly. Would this decline continue apace? Or would the new consciousness of women's role alternatives, plus the new training efforts being made, bring about a fuller participation of women in decision-making in education?

More than a million women, complete with college degrees, have years of experience in the classroom. Most of them have “handled discipline problems” successfully for years; many are very knowledgeable regarding curriculum that works and does not work; some have helped to build budgets and interview prospective teachers, or have trained student teachers.

Yet less than one percent of these women are superintendents. Less than ten percent are High School or Junior High principals. And even in that stronghold of women educators, the elementary school, the percentage is around 20 percent.

Possibly it would be a better mix in our educational leadership to include more women who are close to the teaching-learning process and the needs and natures of boys and girls.

No New England data has been compiled in a form which would provide a baseline for comparison in the future. Thus it was decided that a study would be useful which carefully counted each man and woman superintendent, assistant superintendent, high school principal, junior high principal, and elementary principal. Percentages of women in each category could then be calculated. Where comparisons with national statistics could be made, this also might be useful. Is New England ahead or behind the rest of the country in this area?

Although the initial effort was a strictly numerical one, the writer could not but notice certain similarities and differences between school districts and states. Therefore, each state's statistics are accompanied by a brief analysis. It is hoped that concerned persons, school board members, and affirmative action officials will become aware of the school districts having five or more principals, *none* of whom is a woman—bastions of male supremacy, if you will. If the shoe fits...

Likewise, there are districts where several women are employed as administrators. If one wishes to survey or inquire as to the general capability, control, or other qualities of present women administrators, one could inquire of these school districts. They range from the largest and perhaps most difficult—Boston—to the most prestigious—Greenwich, Newton—and every kind and type of school in between. Women have *not* been relegated entirely to the smallest and most rural of schools and districts.

Obviously there is an assumption here that women can and should play a much larger role in educational leadership. It is the writer's belief that there is a sizeable pool of experienced, knowledgeable, sensible, imaginative, humane, and energetic women who are ready, willing, and able to assume leadership positions in education.

Special thanks to the advice and support of Dr. Kathryn Lyman of Simmons College and Dr. Jeanne Speizer of Wellesley College's Project HERS for their advice on the basic design of this study.

Frances W. Kelsey
New London, N.H.

June 1978

Method of Collecting Data

This study is focused on the line positions, where many if not most decisions are made. These positions are superintendent, assistant superintendent, high school principal, junior high principal, and elementary school principal. There are indeed women in curriculum coordination, reading supervision, Title I directorship, and as assistant principals. These positions are not included in this survey.

Use of State Directories

Each of the six state departments of education in New England was willing to send to the writer, without charge, its school directory. In each case, the stated purpose was to gather information about the numbers of men and women principals and other administrators.

Thus the names counted were from the directories for 1977-78 from Maine, New Hampshire, and Vermont, and for 1976-77 from Massachusetts, Rhode Island, and Connecticut. The northern New England states appear to publish their directories in the fall, while the southern New England states publish in the very late spring.

Each directory contains information organized in a different way. For the purposes of this survey, the New Hampshire directory was the most usefully organized, because it was easy to see duplications where one principal serves more than one school. It also contained a code indicating full-time administrative principals and teaching principals. There is a list of superintendents and assistant superintendents in the state, the enrollment in each school, the town, zip code, phone number, and names of principals.

The Rhode Island directory does not contain names of assistant superintendents; this information was obtained separately from Donley Taft, Educational Statistics, R.I. Department of Education. The directory does not contain enrollment figures for each school, though in Rhode Island one may assume that principals are full time administrative positions. The rural pattern of schools of 30 or less students, not uncommon in northern New England, does not exist in Rhode Island.

The Vermont directory also lacks the enrollment figures, and here the initial data caused the writer to suspect that some very small schools were being counted. Since it was decided to omit schools with less than 30 students, a request was made

for school enrollment figures, which was promptly provided. Some indication of teaching vs. administrative principals would also have been useful.

Connecticut's directory was accompanied by a mimeographed list of superintendents of schools. It was necessary to re-list them by last name alphabetically to locate duplications. One superintendent was listed five times, since he supervises schools in four towns plus one region. The listing of central office personnel under each town contained names of assistant superintendents, though again an alphabetical list had to be made to avoid duplications.

Massachusetts also lists superintendents under each town they serve. Massachusetts is the only state which has used the title, "assistant superintendent for business," with some frequency. These were included as assistant superintendents, although some might argue that their duties are the same as "business managers" in other districts.

Maine's directory did not contain the names of assistant superintendents, but upon inquiry, the Division of Management Information supplied a smaller handbook with such a listing. In order to count principals in Maine, it is necessary to go through six sections of the directory:

- Cities and towns having individual supervision
- School administrative districts
- Community school districts
- Units in school unions
- Units under district superintendents
- Schools in unorganized territories and Indian reservations

Omissions

One omission in the counting process, which can be argued in various ways, was that of the regional vocational technical schools and centers. In Massachusetts, there is a separate listing—some administrators of such schools are called superintendents, others principals. Thus their assistants are variously assistant superintendents or assistant principals. There is some question as to the similarity of position and responsibility of an assistant superintendent of a vo-tech school and an assistant superintendent in a school district. Also, in northern New England, the vocational-technical regional center operates much like a High School department. Therefore, these were not included. With a near 100% male leadership component, their inclusion would have further decreased the

percentage of women superintendents, assistant superintendents, and High School principals.

Another decision to omit was with respect to the schools with enrollment of 30 pupils or less. It was hard to imagine that the principal of such a school would have the usual supervisory and administrative duties. Such listings are sometimes one room schools in rural areas. Others are special education classes or programs.

Persons, Not Positions

All numbers and percentages are numbers of *persons*, not positions. One person may be principal of three schools; he/she is listed as one person, not three positions.

The largest task in making a survey based on the directories is the elimination of duplication of names. This was done by underlining the person when the name first appeared, and crossing out the name when it appeared thereafter. This makes it possible to count persons, not positions.

Women's names were circled. Where the name left some doubt as to whether it was a man or woman, a temporary decision was made and a question mark placed beside it. The Maine Department of Educational and Cultural Services agreed to look up the twenty questionable names in that state, and indicate from their records if the person was a man or woman. The writer guessed wrong in only two instances, which cancelled each other out statistically. In other states, staffers said records at the state department did not indicate sex, and there was no way of knowing, short of phoning each person separately. The Maine experience indicated that the guesses were nearly correct. However, in the case of such questions with regard to superintendents, assistant superintendents, high school or middle school principals, the phone calls were made. It was felt that the number of women in these positions is so small that the count should be absolutely accurate.

In the course of the survey, the writer was told that there had been changes since the publication of the directory. It was decided to base the data on the information at the time of the publication of the directory.

Definition of Terms

The term assistant superintendent includes associate superintendent and deputy superintendent, but not assistant to the superintendent. The latter title may or may not carry some

similar duties, but it is usually an administrative assistant kind of position, and is not funded by the state.

What is a middle or junior high school? First, if it is so named or identified as such in the state directory, it is counted as such. Otherwise, it is listed as grades 7-8, 7-9, 5-8, 6-8, or any combination that omits grades 1-4 and includes grades 7 and 8, it is counted as a middle school. Grades 4-6 and 1-8 were counted as elementary schools. The few K-12 or 1-12 school principals were counted as high school principals.

Maine

Superintendents	Total	136
	No. of women	0
	% of total	0%
Assistant Superintendents	Total	27
	Women	1
	% of total	4%
High School Principals	Total	117
	No. of women	0
	% of total	0%
Junior High/Middle School Principals	Total	66
	No. of women	1
	% of total	2%
Elementary Principals	Total	415
	Women	100
	% of total	24%
Educational Leadership (all of the above)	Total	761
	No. of women	102
	% of total	13%
1977-78		

Maine Analysis

Because of the range in the sizes of schools, it was interesting to see if women principals in Maine are more often assigned to smaller schools.

<i>No. of pupils supervised</i>	<i>% of all women principals</i>	<i>% of all men principals</i>
30-99	27%	9%
100-199	47%	21%
200-299	8%	15%
300 or more	18%	55%

There are 23 school systems or districts or unions having five or more principals, but none of whom are women. These include:

Bangor (13 schools)	Lewiston (7)
Ellsworth area (8)	Newport area (7)
Farmington area (9)	Old Town (7)
Gardiner area (7)	

There are 38 systems which have five or more principals, including one or more women. Eighteen of these systems have one woman principal, 8 have two women, and 12 have 3 or more women.

Some sizeable districts have two or more women principals in schools of 150 or more pupils:

Bethel area 3 out of 6 are women	
Brunswick 2/5	Madison area 4/8
Fairfield area 2/7	Old Orchard Beach 2/4
Hiram area 2/7	Portland 3/8
Kennebunk 2/5	Sanford 4/9
Kittery 2/5	South Portland 4/14
	Westbrook 3/9
	Winslow 4/10

The 1977 survey of Maine school administrators included a great deal of data on education, previous experience, and age. The median age bracket for *both* men and women administrators in Maine is 40-49 years old.

New Hampshire

Superintendents	Total	47
	No. of women	0
	% of total	0%
Assistant Superintendents	Total	45
	No. of women	1
	% of total	2%
High School Principals	Total	78
	No. of women	0
	% of total	0%
Junior High/Middle School Principals	Total	37
	No. of women	1
	% of total	3%
Elementary Principals	Total	269
	No. of women	47
	% of total	17%
Educational Leadership (all of the above)	Total	476
	No. of women	49
	% of total	10%

1977-78

Concord	SU 15 (Hookset)
Fall Mountain Regional	SU 18 (Franklin)
Kearsarge Regional	SU 19 (Goffstown)
Laconia	SU 27 (Hudson)
Merrimack	SU 41 (Amherst)
Monadnock Regional	SU 53 (Pembroke)
Gov. Wentworth Regional	
SU #14 (Epping)	

Only in Manchester and Nashua is there more than one full time administrative woman principal. Nashua has the lone woman assistant superintendent in the state, and Hanover the only middle school woman principal.

(Town in parenthesis gives approximate location.)

New Hampshire Analysis

New Hampshire's directory is the only one in New England which gives information as to whether a principal is an administrative position, or a teaching principalship. In elementary schools, if one were to count only the full time administrative positions, then the percent of women in that kind of position decreases:

Total full time administrative elementary principals	205
No. of women	25
% of total	12%

Looking at it another way, one sees that 189 (85%) of the men elementary principals are in full time administrative positions, while 25 (50%) of women elementary principals have a similar assignment.

Fifteen superintendents are in charge of districts or supervisory unions with five or more school principals, none of whom is a woman. These are:

Vermont

Superintendents	Total	57
	No. of women	0
	% of total	0%
Assistant Superintendents	Total	20
	No. of women	0
	% of total	0%
High School Principals	Total	67
	No. of women	0
	% of total	0%
Junior High/Middle School Principals	Total	25
	No. of women	2
	% of total	8%
Elementary Principals	Total	245
	No. of women	71
	% of total	29%
Educational Leadership	Total	414
	No. of women	73
	% of total	17%

1977-78

Vermont Analysis

It is difficult to analyze the patterns of male-female educational leadership in Vermont via its directory. Towns are not listed in groups under their superintendent.

However, all the towns having 5 or more elementary schools* include one or more women principals. Barre has 3 women out of its 6 principals; Hartford has 3 out of 4, Rutland has 4/8, and St. Johnsbury has 3 out of 7.

Even the union districts with 5 or more towns have one or more women principals. This may be partly due to the strong influence in recent years of the British school model, where women "head teachers" are the rule, not the exception.

Yet women in Vermont are completely absent from the superintendency, assistant superintendency, and High School principalship.

Vermont has intriguing names for its elementary schools: Millers Run, Hiawatha, Rabbit Hollow, Lakeview West, to name just a few.

*Barre, Bennington, Brattleboro, Burlington, Hartford, Rutland, and St. Johnsbury.

Massachusetts

Superintendents	Total	249
	No. of women	2
	% of total	1%
Assistant Superintendents	Total	188
	No. of women	9
	% of total	5%
High School Principals	Total	245
	No. of women	3
	% of total	1%
Junior High/Middle School Principals	Total	291
	No. of women	5
	% of total	2%
Elementary Principals	Total	1446
	No. of women	306
	% of total	21%
Educational Leadership (all of the above)	Total	2419
	No. of women	324
	% of total	13%

1976-77

Massachusetts Analysis

Which school systems have women superintendents? Boston and Nantucket—one hugh school district, and one of the smaller districts. Assistant superintendents (women) are in Boston (2), Brookline, Chicopee, Framingham, New Bedford, Newton, Weymouth, and Woburn. All are positions with sizeable, substantial duties.

High School principals (women) exist in Boston and in Hamilton-Wenham—at Boston Latin Academy (1152 students), at the new Copley Square High (472 students), and at Hamilton-Wenham Regional (867 students). Junior high women principals are located in Ayer, Boston, Chicopee, Medford, and Whitman.

Using the elementary principals as an index of both size of district and number of women in such positions, one can discern patterns of hiring. "Large school districts" are those with five or more elementary principals. "Small districts" are those with four or less elementary principals.

Number of women principals:	0	1-2	3 or more	Total
Large school districts	20* (22%)	36 (39%)	36** (39%)	92 (100%)
Small school districts	154 (72%)	54 (25%)	6 (3%)	214 (100%)
All school systems:	174 (57%)	90 (29%)	42 (14%)	306 (100%)

*The following districts have five or more elementary principals, all of whom are men. (Number of principals in each town in parenthesis.)

Acton (5)	North Attleboro (6)	Sudbury (6)
Brockton (20)	Norwood (7)	Tewksbury (6)
Dalton area (5)	Peabody (10)	Wakefield (5)
Dudley area (5)	Seekonk (5)	Walpole (6)
	Shrewsbury (6)	Westertown (7)
Marlborough (7)	Somerset (5)	Wellesley (10)
Marshfield (5)	Stoneham (5)	Wilbraham (5)

**The following towns have five or more elementary principals, of whom, one-third or more are women:

Arlington 5 out of 11	Fall River 12/34	Methuen 5/11
Attleboro 4/10	Framingham 6/16	New Bedford 9/25
Billerica 4/9	Holyoke 5/12	Newton 10/23
Boston 37/107	Lawrence 6/15	Randolph 3/3
Braintree 5/10	Lowell 9/20	Saugus 4/9
Dracut 4/6	Medford 7/11	Springfield 13/35

Rhode Island

Superintendents	Total	37
	No. of women	0
	% of total	0%
Assistant Superintendents	Total	23
	No. of women	2
	% of total	9%
High School Principals	Total	42
	No. of women	1
	% of total	2%
Junior High/Middle School Principals	Total	45
	No. of women	1
	% of total	2%
Elementary Principals	Total	212
	No. of women	49
	% of total	23%
Educational Leadership (all of the above)	Total	359
	No. of women	53
	% of total	15%

1976-77

Rhode Island Analysis

The two assistant superintendents (women) are in Lincoln and Pawtucket; the only woman high school principal is in East Greenwich, and the only woman junior high principal is in Cranston.

There are only two towns with five or more schools and no women principals: Coventry and Johnston.

The following school districts have a substantial number of women principals:

Central Falls	4 out of 6 principals are women
East Providence	4/12
Pawtucket	3/16
Providence	6/19 elementary principals; none of the 12 middle or high schools has a woman principal
Warwick	7/23 elementary principals; none of its 7 high or middle schools has a woman principal
Westerly	3/8

In Rhode Island, central office professional personnel can be easily counted. This category contains 98 men and 40 women. On the other hand, under "assistant principals," there are 98 men and 9 women. It would appear that there are many men hoping to move up also.

Catholic parochial schools, of which there are 77 in Rhode Island, employ a high percentage of women as principals both at the High School and the elementary level. Non-Catholic private schools, 27 in number, employ 90% men as principals.

Principals of Private Schools in Rhode Island

	<i>Men</i>	<i>Women</i>
Catholic High School principals	8	8
Non-Catholic private HS principals	11	1
Catholic elementary principals	2	59
Non-Catholic private elem. principals	13	2

Connecticut

Superintendents	Total	143
	No. of women	4
	% of total	3%
Assistant Superintendents	Total	89
	No. of women	5
	% of total	6%
High School Principals	Total	137
	No. of women	5
	% of total	4%
Junior High/Middle School Principals	Total	159
	No. of women	5
	% of total	3%
Elementary Principals	Total	742
	No. of women	104
	% of total	14%
Educational Leadership (all of the above)	Total	1270
	No. of women	122
	% of total	10%
1976-77		

Connecticut Analysis

Very few, if any, men or women are "teaching principals" in Connecticut; school enrollments range from 300-500. In smaller schools, one principal is in charge of two schools.

There are 18 women in leadership positions other than the elementary principalship. Connecticut is tied with Massachusetts in this respect. By contrast, Maine, New Hampshire, and Vermont have only two women each in these combined "upper" categories, and Rhode Island has 4.

The four women superintendents are in Bridgeport, Hartford, New Britain, and Canterbury (now retired). The women assistant superintendents are in Greenwich, Groton, Milford, Plainville, and Westport. As high school principals, women are serving in East Lyme, Putnam, Stafford, Stamford, and Stonington. Women junior high principals are in Bridgeport (2), East Hartford, Greenwich, and Southington.

In comparing size of school district and number of women elementary principals, it can be seen that districts vary in their hiring patterns:

Number of women principals:	0	1-2	3 or more	Total
Large districts (5 or more elem. prncs)	16* (31%)	23 (45%)	12** (24%)	51 (100%)
Small districts (4 or less elem. prncpls)	75 (77%)	22 (23%)	0	97 (100%)

*The following districts have five or more elementary principals, all of whom are men. (Number of principals in each town in parenthesis)

Ansonia (5)	Naugatuck (7)	Vernon (6)
Bristol (14)	Simsbury (6)	Waterford (6)
Danbury (13)	South Windsor (5)	Westport (6)
Milford (17)	Stonington (5)	Windham (5)
Montville (6)	Trumbull (8)	Windsor (7)
		Cornwall region (6)

**The following towns have five or more elementary principals, of whom one-fourth or more are women:

Bridgeport 6/24	Hartford 6/24	Norwich 4/14
East Hartford 4/16	Manchester 3/12	Stamford 4/16
Fairfield 4/12	New Britain 4/13	West Hartford 3/12
	Norwalk 4/16	West Haven 2/7
New Haven, with 46 schools, has only 2 women principals.		

Area and Population of New England States

Area:

33,000 sq. miles
9,610
9,000
8,257
5,000
1,200

Maine
Vermont
New Hampshire
Massachusetts
Connecticut
Rhode Island

Maine
1,070,000
est. pop.

Vermont
476,000

N.H.
822,000

Mass.
5,809,000

Conn.
3,117,000

R.I.
927,000



Population figures are
Census Bureau 1976
estimated figures.

Mass.
5,809,000

Conn.
3,117,000

R.I.
927,000

Summary Chart Women Administrators in New England

<i>Women in Educational Leadership</i>	<i>State</i>	<i>Supt.</i>	<i>Asst. Supt.</i>	<i>HS Prin.</i>	<i>Jr. High Prin.</i>	<i>Elem. Prin.</i>
102 (13%)	Maine	0 (0%)	1 (4%)	0 (0%)	1 (2%)	100 (24%)
49 (10%)	New Hampshire	0 (0%)	1 (2%)	0 (0%)	1 (3%)	47 (17%)
73 (17%)	Vermont	0 (0%)	0 (0%)	0 (0%)	2 (8%)	71 (29%)
325 (13%)	Massachusetts	2 (1%)	9 (5%)	3 (1%)	5 (2%)	306 (21%)
53 (15%)	Rhode Island	0 (0%)	2 (2%)	1 (2%)	1 (2%)	49 (23%)
123 (10%)	Connecticut	4 (3%)	5 (6%)	5 (4%)	5 (3%)	104 (14%)
725 (13%)	Totals	6 (1%)	18 (5%)	9 (1%)	15 (2%)	577 (20%)

Percentages above are the percent of the total persons in that category who are women.

Educational Leadership is a combination of the five positions.

Implications for the Future

In pursuing this study, it became apparent that information about men and women administrators is not easily available from state departments of education. Comparison with national data also has its difficulties.

Sex of Administrators

In obtaining baseline data regarding the number of women in school administration, the writer was surprised to find that many persons in state departments of education indicated that nowhere in the department is the information available as to whether individuals are male or female.

Knowing that most states now have affirmative action officers whose function includes an overview of equal opportunity, one wonders how these officials perform their duties without such information. Possibly their customary function is to wait for persons to bring cases of discrimination to their attention. This is not exactly what the term "affirmative action" implies.

Such officials may find helpful the lists of sizeable school districts which have employed no women in line administrative positions.

Lack of National Data

The lack of clear, relevant data on the national level was accurately described by Jacqueline Clement in *Sex Bias in School Leadership*. Despite vast collections of educational statistics, and raised consciousness regarding women's role, this researcher in 1978 still obtained "no information" answers from the U.S. Office of Education, the National Education Association, the American Association of School Administrators, and the National Council of Administrative Women in Education.

Most disappointing was the decision of the National Education Association to discontinue its biennial salary and staff survey, which delineated all of the categories in this study by sex, as well as assistant principals at the elementary, junior and senior high level. The 1972-73 data is the last available.

The Equal Employment Opportunity Commission did supply some 1974 data, but did not use the same categories as this study. One of their categories is entitled "Officials/Administrators/Managers" which includes professional central office personnel, but does not separate out the superintendent and assistant superintendent. "Principals" is a composite of high school, junior high, and elementary principals.

Comparisons with National Data

Lacking such data, Dr. Clement did obtain information via the Educational Research Service. Some comparisons can be made between that national data and the present state-by-state New England data.

According to Dr. Clement's study, in 1972 there were .4% (less than 1%) women superintendents in the U.S. Since each state listed the number and districts by name where women served as superintendent, an exact comparison can be drawn. Dr. Clement also noted in a footnote that the Educational Research Service data re: New Hampshire is incorrect—there was none in New Hampshire in 1972. She further casts some doubt on the total of 86 by noting that 44 of these were all in Illinois, unspecified as to location. Nevertheless, we can make some tentative conclusion that the number of women superintendents in New England and nationally is indeed small.

	1972	1977
Maine	0	0
New Hampshire	0	0
Vermont	1	0
Massachusetts	1	2
Rhode Island	1	0
Connecticut	0	4

New England now has six women superintendents, as compared with three in 1972. It should also be noted that three of the present women superintendents are in charge of very large districts—Boston, Hartford, and Bridgeport, whereas previously the largest district led by a woman was Holyoke, Mass., with an enrollment of 8,882. Percentage-wise, this brings Connecticut's percent of women as superintendents up to 3%, while Massachusetts is still less than 1%.

In the assistant superintendent category, nationally in 1970-71 4% of those positions were held by women.

U.S., 1970-71	181 (4%)
Maine, 1977-78	1 (4%)
New Hampshire, 77-78	1 (2%)
Vermont, 77-78	0 (0%)
Massachusetts, 76-77	9 (5%)
Rhode Island, 76-77	2 (2%)
Connecticut, 76-77	5 (6%)

One may conclude that the situation is largely unchanged at the top.

It is interesting to note that the NEA data lists total instructional staff in the U.S. as 782,471 men and 1,454,435 women—almost 1:2 ratio of men to women in the education profession. 65% of all instructional personnel¹ are women. There must be many women educators who are experienced, capable, knowledgeable, hard-working, and sensible who could be elevated to the ranks of leadership.

High school principals in 1970-71 numbered 13,349 men and 414 women (3%).

	Women	% of total
U.S., 1970-71	414	3%
Maine, 1977-78	0	0%
N. H., 1977-78	0	0%
Vermont, 1977-78	0	0%
Mass., 76-77	3	1%
R.I., 76-77	1	2%
Connecticut, 76-77	5	4%

¹Includes teachers, principals, librarians, counselors, school nurses, and psychologists.

Again, not much change. However, Connecticut is slightly ahead of the other New England states, as they are in superintendencies and assistant superintendencies held by women.

Middle or junior high school principals in 1970-71 throughout the country found 4% women.

	<i>No. of Women</i>	<i>% of total</i>
U.S., 1970-71	310	4%
Maine, 77-78	1	2%
N.H., 77-78	1	3%
Vermont, 77-78	2	8%
Mass., 76-77	5	2%
R.I., 76-77	1	2%
Connecticut	5	3%

Since Vermont only has 25 middle or junior high schools, this percentage consists of 2 persons, and should not unduly weight the New England figure.²

The elementary principalship has long been thought to be the natural first step for many women aspiring to administrative positions.

In 1970-71, there were 47,714 elementary principals, including both administrative and teaching principals. 10,041 of these were women, or 21%.

	<i>No. of women</i>	<i>% of total</i>
U.S., 1970-71	10,041	21%
Maine, 1977-78	100	24%
N.H., 77-78	47	17%
Vermont, 77-78	71	29%
Mass., 76-77	306	21%
R.I., 76-77	49	23%
Connecticut, 76-77	104	14%

One might assume that Maine and Vermont were making noticeable progress except for the fact that their listings include many very small schools where the principal is probably a full time teacher.

The NEA data upon which these U.S. figures are based came from a national sample which indicated a national pattern of 85% full time principals and 15% teaching principals. Although the Maine and Vermont directories do not indicate whether a

²One at Castleton Junior High, and one at Barnet Village School which is listed under secondary schools.

principal is administrative or teaching, the New Hampshire directory does. 75% of their principals are administrative, 25% are teaching principals. Both Maine and Vermont are even more rural in character than New Hampshire, and probably contain a greater proportion of teaching principals.

State Commissioner

There is one other position in educational leadership to which Dr. Clement's study gave some attention, that of chief state school officer, usually called the Commissioner in the New England states. In 1972, two of the 50 states had named women to that office. At present, in New England there are no women serving in that capacity. It would be interesting historically to know if any women have in living memory ever served in that position in New England. One New England state, Connecticut, now has elected a woman governor; Maine for many years elected a woman as U.S. Senator.

In addition to supplying much-needed data, Clement's study contains a number of observations and suggestions for policy makers. The 65-page study deserves much wider distribution and consideration.

Central Office Personnel

A category in the Equal Employment Opportunity Commission statistics did supply some 1974 data on "officials/administrators/managers" which refers to professional personnel in the central office. This group in 1974 contained 14% women. It is not certain whether this is a significant figure, indicating women about to move up. It is the opinion of this writer that the five categories studied herein are the key persons in our educational system.

Principals

The EEOC report does have a total for principals, not separated as to high school, middle school, and elementary. According to their sampling of nearly 7,000 school districts, there are 70,455 principals of which 13% are women.

U.S., 1974	13%	Rhode Island, 76-77	17%
Maine, 1977-78	17%	Connecticut, 76-77	11%
New Hampshire, 77-78	13%		
Vermont, 77-78	22%		
Massachusetts, 76-77	16%		

One might commend Massachusetts and Rhode Island for a better-than-national showing, especially since almost all of their elementary principals are full time administrators in sizeable schools. The Maine and Vermont figures may reflect the rural character of the state and the inclusion of many small school teaching principals.

To some, this distinction between administrative and teaching principals may seem artificial and unnecessary. However, when a principal has a full time class to attend to in an elementary school, he/she has little time to attend conferences and meetings, to sit in on district-wide staff meetings, to explore new curriculums, to supervise other teachers, or to do anything other than the most essential duties.

Apparently the EEOC report will be published annually, with state-by-state information. One might wish that more useful categories would be employed, and that state departments of education might be required to count carefully, avoiding duplications, and to provide a total rather than the use of sampling questionnaires.

The 1975 edition, entitled *Employment Opportunity in the Schools*, was checked with the state statistics obtained in the writer's own survey, with regard to percent of all principalships held by women:

	<i>EEOC-1975</i>	<i>This survey</i>
Maine	8%	17%
New Hampshire	10%	13%
Vermont	20%	22%
Massachusetts	16%	16%
Rhode Island	17%	17%
Connecticut	12%	11%

The discrepancy in the Maine figures is considerable. One could raise questions about the sampling process in the EEOC study, which state that 80 districts were sampled, and 522 schools included. The percent of non-returns is not indicated, except to state that results were weighted for non-response and non-sampled school districts.

Conclusions

In New England, the number of women administrators is indeed small. The overall percentage of women in the five key positions is approximately 15%, most of which are elementary school principals. There are no women as commissioners of education, and a handful are superintendents of local school districts. New England is no better and no worse than the national average, according to such data as is available.

There are many many districts throughout New England which have no women administrators. Yet one can find women serving at the top in large urban situations, in prestigious suburbs, and in rural schools.

Looking at the overall picture, it would be difficult to conclude that women have had equal employment opportunity in educational administration.

Amid the wealth of school-related statistics, there should be clear, annual data regarding the number and percentage of women administrators in the key line categories: superintendent, assistant superintendent, high school principal, junior high principal, and elementary school principal. Size of school and some notation of teaching principals should also be available.

Nationally, either the National Education Association or the Equal Employment Opportunity Commission should obtain this data from state departments of education on a total, not sampling, basis, and on the basis of persons, not positions. If state departments of education are required to submit such data, perhaps they will themselves become more aware of their own situation.

Affirmative action officers should have such data, and should be prepared to bring relevant facts to districts and school boards which have hired no women.

Women in New England who have made it to the top or near-top have been reasonably helpful and receptive to other women as administrators in their district. Occasionally one finds the lone woman administrator, but it is difficult to know if this is by her choice (the "queen bee" syndrome) or by choice of the school board.

School boards should make it clear that they welcome women as well as men candidates for administrative positions. If a school board is concerned about role models for girls in their district, as well as administrative receptivity to programs designed to eliminate sex role stereotyping and open doors of career opportunity, such a school board may see real benefits from including women in key administrative roles. Under the Women's Educational Equity Act, a number of good, replicable programs are emerging, designed and tested by teachers and school districts. Who will use them? This is a concern which is not usually high on the priority list of a male administrator.

Fifty percent or thereabouts would seem to be a reasonable goal to strive for, in a profession in which 65% of the professionals are women.

Dr. Clement's study, *Sex Bias in Educational Leadership*, suggests profound social problems and implications. This could provide a challenging basis for local and organizational discussion.

Other studies and surveys could usefully be conducted. It would be interesting to know what the impact of women administrators is in the districts where they exist in more than token fashion. What are their competencies or weaknesses—as opposed to the question, what might be their imagined assets and liabilities? What do the men and women presently working with and under women administrators say about their capabilities on the job? (Again, this would be in contrast to asking teachers who work under a man if it's nice to have a man around the house.)

This survey does not include data on the "token woman"—where one woman, often in the smallest school, is the only female administrator among a sizeable group of men. Yet this pattern is clearly observable as one looks through the school directories. Is such a woman able to function effectively? Or is she serving coffee while the boys discuss the Red Sox?

Other states may wish to replicate the study of the Maine School Administrator, detailing where they come from geographically and educationally, what their career ambitions are, age range, etc. What are the most common career ladder steps?

It is hoped that the survey herein detailed provides baseline data against which progress can be measured in the future. The writer believes that our schools will be the better for it, if indeed such progress toward more equal representation in educational leadership becomes evident.

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